DOCUMENT RESUME

PS 004 860

ED 051 906

AUTHOR Cook, Patricia

TITLE A Study in Child Care (Case Study from Volume II-B): "Will You Marry Me?" Day Care Program Reprint Series.

SPONS AGENCY National Center for Educational Communication (DHEW/OE), Washington, D.C.; Office of Economic Opportunity, Washington, D.C.

PUB DATE Nov 70

NOTE 50p.

EDRS PRICE EDRS Price MF-$0.65 HC-$3.29

DESCRIPTORS *Bilingual Education, *Day Care Programs, *Day Care Services, *Developmental Programs, Disadvantaged Groups, English (Second Language), Fees, Grouping (Instructional Purposes), Language Skills, Organization, Parent Counseling, Program Descriptions, Puerto Ricans, Self Concept, *Spanish Speaking, Urban Areas

IDENTIFIERS *Springfield Day Nursery System

ABSTRACT

The Springfield Day Nursery System in Springfield, Massachusetts is one of a system of four day care centers. It is in an urban area, and over one-half of the families served are Puerto Rican, many of whom have unemployment and language barrier problems. A bilingual program (English-Spanish) is one of the outstanding features of the day care center. The program strongly emphasizes the development of English language skills, in an atmosphere which accepts the child's difficulty with English and reinforces his attempts to learn. Each age-grouped classroom has both English- and Spanish-speaking teachers who work for the development of positive self-images in the children and for the acquiring of language skills through a flexible curriculum. Development Learning materials are used extensively for seriation and sensorimotor development. Counseling is available to parents at the center, with referrals to community social services if further help is needed. The history and organization of the system, staff, and expenditures are described. An appendix of additional illustrative materials is included. (NH)

ED051906

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

DAY CARE PROGRAMS

REPRINT SERIES

"WILL YOU MARRY ME?"

Springfield Day Nursery System
Springfield, Massachusetts

Principal Author: Patricia Cook

Field Observers: Edith Green
Ruth Silberstein
David Warner

Case Study from Volume II-B

A STUDY IN CHILD CARE

sponsored by

The Office of Economic Opportunity

PS 004860

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE/Office of Education
National Center for Educational Communication

TABLE OF CONTENTS

	Page
At A Glance	1
Brightwood Day Care Center, November, 1970	3
Notable Element	7
Bilingual Education	7
Background Information	9
History	9
Community	9
Parents	10
Basic Program	13
Education	13
Food	15
Health	15
Transportation	15
Social Services	16
Parent Education and Community Organization	16
Organization	17
Policymaking	17
Staff Organization	18
Volunteers	18
Staff Meetings and Records	18
Organization Chart	19

Staff Development and Training 20

Director's Time-Use Chart 20

Staff Roster 21

How Resources Are Used 23

In Conclusion 25

Appendix 31

Springfield Day Nursery Brochure 32

Sample Menu (Brightwood Center) 40

Kindergarten Profile 41

Progress Report Form 42

Springfield Junior Workshop Flyer 46

Executive Director's Job Description 47

AT A GLANCE

THE SYSTEM

4 CENTERS in the city of Springfield

SPONSORED BY: Springfield Day Nursery Corporation (private, non-profit corporation)

ADMISSION CRITERIA: Welfare families; working parents; one-parent families; emotionally and physically handicapped (not in order of priority)

TOTAL CHILDREN: 131 enrolled/106 A.D.A/9% half-day (pre-school)

TOTAL SYSTEM STAFF: 31 1,150 hours/week

TOTAL IN-KIND STAFF: 8 150 hours/week

OVERALL ADULT/CHILD RATIO: 1 to 3.4

ADULT/CHILD CONTACT HOUR RATIO: 1 to 5.7

CENTERS OPENED: Day Nursery - 1883 (3 - 5 years)
Junior Workshop - 1955 (3 - 8 years)
Kindergarten - 1969 (3 - 5 years)
Brightwood - 1970 (3 - 5 years)

AVERAGE SPACE/CENTER (sq. ft./child): Indoor = 100
Outdoor = 50

CONTACT: Executive Director
Springfield Day Nursery
103 Williams Street
Springfield, Massachusetts

413-733-0212

SYSTEM COSTS

TO PARENTS: Sliding Scale

TO SYSTEM: $2,197 per child/year, $1.12 per child/hour

ESTIMATED FUNDING, 1970-71:

Fees	$111,300
United Fund	36,600
Endowment Fund	37,900
Contributions	4,100
School Lunch Program Reimbursement	11,700
Imputed Rental of Owned Facilities	3,900
In-Kind	26,800
	$232,300

BRIGHTWOOD DAY CARE CENTER*

TOTAL CHILDREN: 39 enrolled/37 A.D.A. pre-school (3 - 5 years)

TOTAL PAID STAFF: 10 (7 full-time), 360 hours/week

HOURS: M - F, 7:30 a.m. - 5:30 p.m., 52 weeks

POSITIONS: Director, 3 Head Teachers, 3 Assistant Teachers, Cook, Parent Coordinator, Custodian

CENTER DISTRIBUTIONS

ETHNIC: Children: 13% Black, 28% Anglo, 56% Puerto Rican, 3% Other Spanish-speaking
Staff: 30% Black, 20% Anglo, 30% Puerto Rican, 20% Other Spanish-speaking

SEX: Chilren: 42% boys, 58% girls; Staff: 80% women, 20% men

FAMILY STATUS: 32% complete, 62% mother only, 6% surrogate

PARENT EMPLOYMENT: 28% full-time, 11% part-time, 8% unemployed, 20% in training or school, 33% not seeking work

CENTER NOTABLE ELEMENTS

BILINGUAL EDUCATION

*Presented as representative of the four centers

BRIGHTWOOD DAY CARE CENTER, NOVEMBER 1970 *

The drive from Boston to Springfield is scenic until industrial smokestacks loom on the horizon. Hamburger stands, motels and assorted commercial buildings crowd the roads into Springfield, where the Brightwood Day Care Center is located.

The center is not immediately recognizable in the maze of low brick buildings surrounded by a long wire fence. But there's a sign -- a huge one -- saying, "Brightwood Day Care Center, An Early Learning Center of the Springfield Day Nursery Corp. Visitors Welcome. Visitas Bienvientos," so you know it's in there somewhere. The day care building was once a chain belt factory, and despite its renovation for child care, it still looks like one. It's a bleak building among other bleak buildings.

Inside, however, the hard, institutional lines are beginning to give way under the influence of toys, books, drawings and 39 active children. A door to the center leads into the three-year-olds' classroom, equipped with child-sized tables and chairs, small cubbies, and an animal cage. There are lots of magazine pictures of animals on the walls, and one wall features child artwork. Directly off this room is the center's kitchen and storeroom.

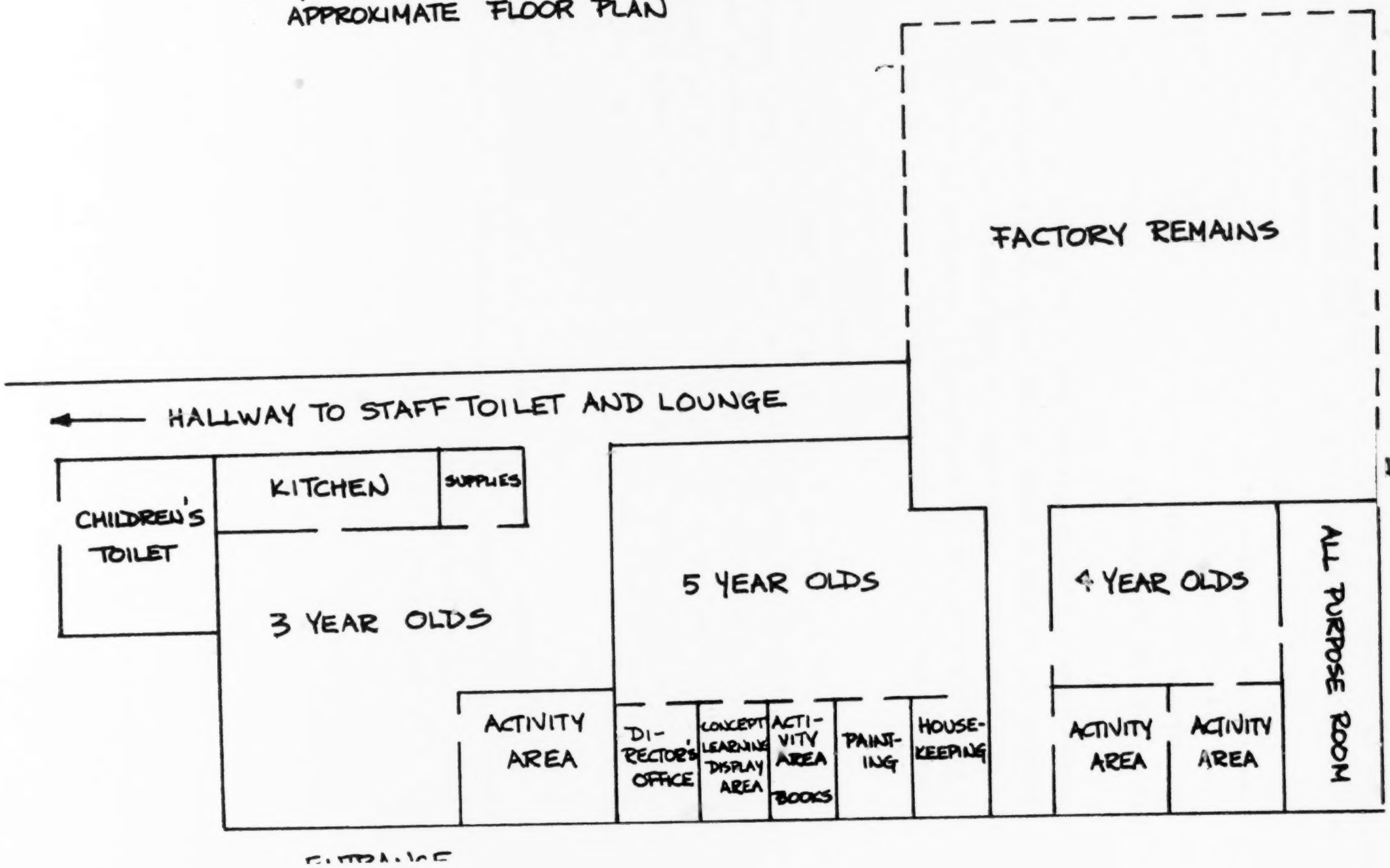
The five-year-old room is larger than the three-year-old area, and rather sparsely furnished. The main attraction in this room is a slide which children use in every way imaginable. One side of this room is divided into five smaller units, one of which is used by the director; the remaining four are set up for art, housekeeping, and block activities.

The four-year-old area is smaller and more compartmentalized than the other two rooms, and features more artwork on its walls. An all-purpose room is located adjacent to this area, which is used for creative movements, interpretative movement activities, and general large muscle and perceptual-motor experiences.

---

* This center, studied in depth, is one of four child care programs in the Springfield Day Nursery System.

BRIGHTWOOD DAY CARE CENTER
APPROXIMATE FLOOR PLAN



Keep in mind that this center had just opened and was operating under severe budgetary restrictions. The director had no start-up budget to speak of and has had to use her monthly allotment to buy the basics -- such as tables and chairs for the children -- before other materials can be added.

The children struck the observers as particularly gleeful and energetic. They moved freely and happily between the various rooms during the day, except for periods of structured activity in an open classroom. Materials were abundant: play dough, crayons and more readiness oriented puzzles and seriation toys from the Development Learning Corporation.

The children at this center seemed to have great patience, warmth and support for each other. Observers noted several instances where a child would offer his materials to another child who was obviously having difficulty relating to the group. For instance, one five-year-old girl made occasional trips into the three-year-old room to visit her little brother. She checked on how he was doing and invariably gave him a big kiss upon leaving.

We witnessed another scene we wished we could have filmed. During the morning's large-group activity with the five-year-olds, a teacher and his Spanish-speaking assistant were organizing the children for some learning games when one little girl called out, "Mr. Etukudo, when I grow up will you marry me?" At this point, all the girls started chanting that they wanted to marry Mr. Etukudo, and every child was out of his seat, reaching up to the teacher to give him a kiss. The process of giving each child a kiss and a hug was certainly a departure from the schedule. The spontaneity, humor and good naturedness of this teacher have produced a group of children who relate beautifully with each other and the staff.

NOTABLE ELEMENT

Bilingual Education

The acculturation process immigrant children must go through is made doubly difficult by the language barrier they face. At the precise time when learning to communicate in one's native tongue is a critical developmental issue, Spanish-speaking children must learn to re-phrase their thoughts in a foreign language. The social-emotional and intellectural learning so crucial during these early years is decidedly hampered by the child's inability to understand and to make himself understood to other children and adults.

The majority of the children at the Brightwood Day Care Center are Spanish-speaking and face this hurdle daily. The center's program, therefore, strongly emphasizes the development of English language skills, but in an atmosphere which accepts the child's difficulty with English, which reinforces him in his attempts, and which is geared to both languages. The child is able to make his needs known in either language, as each classroom is supervised by two teachers, one who speaks English and one who speaks Spanish.

Staff uses structured activities such as songs, stories, the learning of phrases, and so on, in both languages. While Spanish-speaking children begin their English vocabularies, English-speaking children begin Spanish ones. Spanish-speaking teachers translate and clarify words for the Spanish-speaking children, which helps avoid some frustration children can experience when they cannot respond and make their feelings, needs and questions understood.

In addition, Brightwood's Spanish-speaking teachers do an admirable job of encouraging the children to speak English in a non-intrusive way.

The English-speaking teachers, for their part, maintain patience and understanding, and they seem to be making a real effort to learn Spanish words and phrases themselves. When a child sees an adult making an effort to learn his language and occasionally having difficulty, it can be excellent reinforcement for his own efforts.

BACKGROUND INFORMATION

History

In 1883 the Union Relief Visitors of Springfield opened the Springfield Day Nursery to care for the young children of working mothers. Since that time, the program has grown to meet the needs of the area. The program was expanded in 1963 to include a Junior Workshop in West Springfield for physically handicapped children, which was initially run by the Junior League and subsequently placed under the direction of the Springfield Day Nursery.

By 1969 it became evident that a number of children in the area were desperately in need of day care. In March of that year, the Christ Church Cathedral of Springfield asked the Nursery to cooperate with them in the formation of a day care center for working parents. The Cathedral agreed to provide licensed facilities while the Nursery funded and administered the program. A funding request was made to the Community Funds Advisory Committee, but this was unsuccessful. The Nursery Executive Committee voted to use an unrestricted bequest for partial funding. In September, 1969, the Nursery made a successful request to the South Congregational Church for equipment funds. The current Brightwood project is funded by the State Department of Public Welfare in Boston. Initial application for these funds was made in February 1970, and came through that August.

The major difficulty in opening the Brightwood center was in locating and renovating a building for licensing.

Community

The four centers of the Springfield Day Nursery serve a variety of ethnic and cultural groups in varying geographic locations. Brightwood, the newest of the four centers, draws its families from urban-

suburban, severely depressed neighborhoods composed predominantly of Puerto Rican families interspersed with Anglo (22%) and Black (16%) families. The major social problems in the Brightwood area are unemployment, language barriers (in families where English is a second language) and the lack of social services available to community residents.

Of the remaining three centers, the Day Nursery and Day Kindergarten serve the Pioneer Valley United Fund area, which is comprised of Springfield and all of the surrounding towns: Wilburham, Ludlow, West Springfield, East Longmeadow, Longmeadow, Hampden, Westover Air Force Base, Agawam, Feeding Hills and Westfield. Underemployment and lack of opportunities for better employment are said to be the two major social problems of these families. The fourth center, the Junior Workshop, serves handicapped children in all of western Massachusetts and is, therefore, available to a highly diverse group of people.

There are a variety of other day care operations in the Springfield area, including private, profit-making centers, an OEO Head Start program and a Department of Labor Concentrated Employment Program day care center. That existing facilities do not begin to meet the need for day care in Springfield, however, is evidenced by the fact that the Nursery receives approximately 300 completed applications each year and many more phone calls from people wishing to apply. The system's director estimates that there are five times as many families in need of the center's services as can be accommodated.

Parents

Ethnic, family status and parent employment figures for Brightwood are included in the At A Glance chart at the front of this study.

A brief comparison of the composition of the parent community in the Brightwood Center and the rest of the system indicates that Springfield Day Nursery serves somewhat different population in the geographic area in which care facilities are located:

Ethnic Composition	Brightwood Center	The Rest of the System
Puerto Rican	56%	1%
Other Spanish-speaking	3%	2%
Anglo	28%	66%
Black	13%	30%
Family Income		
$2,000 - 3,000	25%	29%
$3,000 - 4,000	46%	
$4,000 - 5,000	14%	
$5,000 - 7,000	15%	29%
$7,000 - 10,000	-	26%
Over $10,000	-	16%
Family Status		
Complete	32%	48%
Mother-only	62%	47%
Other	6%	5%
Mothers' Employment		
Full-time	21%	53%
Part-time	14%	12%
In training or school	21%	8%
Unemployed	4%	27%
Not seeking work	39%	-

Fathers' Employment	Brightwood Center	The Rest of the System
Full-time	50%	83%
In training or school	13%	3%
Unemployed	25%	14%
Not seeking work	12%	-

Completed Education	Mothers/Fathers	Mothers/Fathers
Grades 7 - 11	57%/25%	47%/43%
High School	39%/75%	49%/44%
College	4%/0	4%/13%

Admissions policies vary from center to center. At the Brightwood Center, children whose parents are on Welfare and who are participating in an employment training program are eligible for admission. However, Welfare families who are not in a training program may be admitted if either the parent or child has a need which the center can meet (for instance, if one of the parents is sick and unable to care for the child). The Day Nursery and Day Kinder - garten accept children of working parents first; a one-parent family is given priority over a two-parent family; children from families with more than one child are accepted before one-child families. The Junior Workshop only accepts children who are physically handi- capped.

BASIC PROGRAM

Education

In all four centers of the Springfield system, children are grouped in classes according to their age. Within each class, activity areas are set up, and children are generally grouped around the activities which interest them most. The program is flexible, with both large and small group activities during a typical day. Children are encouraged to be responsible for themselves and their learning and are able to move from activity to activity whenever they wish. Children are not forced into projects they don't want to do, although teachers make an effort to involve children in a variety of experiences. Above all, the staff tries to work for positive self-images in the children and for development of language skills.

Although there is no predetermined curriculum at the centers, staff members plan weekly curricula and try to make all experiences meaningful and stimulating for the children. For instance, at Brightwood, language enrichment can happen along with every activity. In an informal and non-intrusive manner, staff members circulate among the children, introducing new words. One English-speaking and one Spanish-speaking staff member are assigned to each room.

At the Brightwood center, Development Learning materials are used extensively for seriation and sensorimotor development. The center has all major art supplies -- water colors, play dough, and so on. There are musical instruments, and singing and dancing activities are included in each day's activities, as well as a reading readiness program. Name and number recognition are taught, and in all activities, teachers are free to choose their own materials and methods. One teacher uses materials developed by Bank Street College. There are puzzles, toys, shape and color charts, and books available, as well as felt-board activities.

As mentioned earlier, a major constraint on the center's activities is the fact that the Department of Welfare funds are appropriated on a monthly basis only. Educational supplies and equipment have had to be added gradually, as funds have allowed. As a result, the center needs more educational materials for very young children. The director mentioned that one month's funds barely covered the cost of the center's child-sized tables and chairs. Since these were essential, very few materials could be bought the first month of operation. Other equipment is now being added. There is a fair amount of outdoor equipment available.

Outdoor play areas are available at all the centers. Playground equipment includes climbers, trucks and cars, sandboxes, swings, the back of a pick-up truck, a vari-plane triangle set, balls and a motor boat.

For the most part, the children at Brightwood seemed active, happy and curious kids. Both parents and staff reported that they were pleased with the bilingual approach described under Notable Elements, and the children seemed to have full and generally happy days.

Food

The center's nutrition program is both compensatory and maintenance-oriented. The part-time cook prepares breakfast, lunch and two snacks in the center's kitchen. Breakfast is usually served from 8:00 to 8:30 for the children that wish to eat. Snacks and meals are taken from class to class on a cart, and children may help themselves. Staff attempts to make mealtimes a social and educational experience by introducing and discussing different flavors and textures and by discouraging unpleasant and inappropriate behavior at the dinner table. Teachers also eat with the children. Children do not participate in preparation or clean-up.

Health

A part-time nurse and physician are employed by the system. They see that all children are given regular checkups and are on call in case of emergency.

If a child becomes ill while at the center, his parents are notified, and the child is isolated until they arrive. Children are readmitted when they are well.

The League of Jewish Women administers vision tests to children who seem to have difficulty seeing, and the Willy Ross School for the Deaf administers hearing tests.

Transportation

Almost all the children enrolled in the Brightwood Center can walk to and from the center each day: a few are driven in family cars. Most of the children in the Day Nursery and Day Kindergarten are driven to their centers by their parents. Transportation is only a problem for the handicapped children at the Junior Workshop. These children travel from all over western Massachusetts each day. Out

of the 14 children enrolled in the Workshop, six are driven to the center by their parents, five are carried on the United Cerebral Palsy bus, and three rely on the Springfield Public School Department for transportation.

Social Services

Some center staff members counsel many of the parents and make referrals to community social services if further help is needed. In addition, a part-time social worker is employed by the system to attend to the social service needs of center families.

Springfield centers have referred families to neighborhood centers, the Department of Welfare, the Visiting Nurse service, manpower training programs, and Vocational Rehabilitation services.

The centers also use the Child Guidance Clinic and family counseling services in the area: however, both agencies have long waiting lists and are short of staff. None has been able to respond to the intense and immediate need for social services in the Springfield area.

Parent Education and Community Organization

There is no parent education program in the Springfield system. However, parents are encouraged to utilize the existing training programs in the city such as the Manpower Training Program. The project is involved with community organizations such as the Springfield Child Welfare Committee, the 4-C (Community-Coordinated Child Care), and the United Fund.

ORGANIZATION

Policymaking

The Springfield Day Nursery Corporation's primary policymaking body is the Board of Managers, made up of the 30 members of the corporation. This body has the final responsibility for operating the program and is, to a large extent, self-perpetuating in nature.

The advisory board is composed of parents and professional community members interested in the Brightwood Center -- currently these are a member of the Department of Welfare, a representative of the University of Massachusetts, the principal of the local public school and a local priest. This body advises the executive director on recruitment and selection of staff and volunteers; serves as a channel for complaints; communicates with parents and encourages their participation; assists in the development of programs; approves applications for funding; and helps select the center director.

Planning -- The executive director controls the program planning process, with assistance from the center staffs and advisory board in program development.

Budgeting --The executive director develops the overall project budget with the final control being exerted by the governing board.

Staffing -- The advisory board makes recommendations on the recruitment and selection of staff for Brightwood, while the executive director has control of the actual hiring, firing and promotion of personnel.

Operations -- The executive director controls the overall operations of the program, but teachers at individual centers make suggestions about scheduling, curriculum and center activities.

Staff Organization

The executive director administers all four centers and has the help of a small administrative staff: a full-time bookkeeper, an educational director, a secretary, a half-time social worker, a center director at Brightwood, one supervising teacher each for the Workshop and the Kindergarten. Teachers take part in setting the overall curriculum and are responsible for implementing it with the assistance of their aides. There are two part-time housekeepers, a full-time kitchen manager,and a janitor for the Nursery, a part-time cook and part-time maintenance worker for Brightwood, and a part-time cook in the Kindergarten. The Brightwood center also has a parent coordinator.

At Brightwood, the program is well organized under the center director, who is clearly in command. She seems to have a very good working relationship with her staff and takes every opportunity to hear their suggestions. The working atmosphere was very warm and supportive. The distinction between teachers and assistant teachers was not obvious from observation, and there seem to be few formal lines of authority. Staff members work well together, maintaining friendly relationships and displaying a respect and interest in each other's teaching methods and opinions.

Volunteers

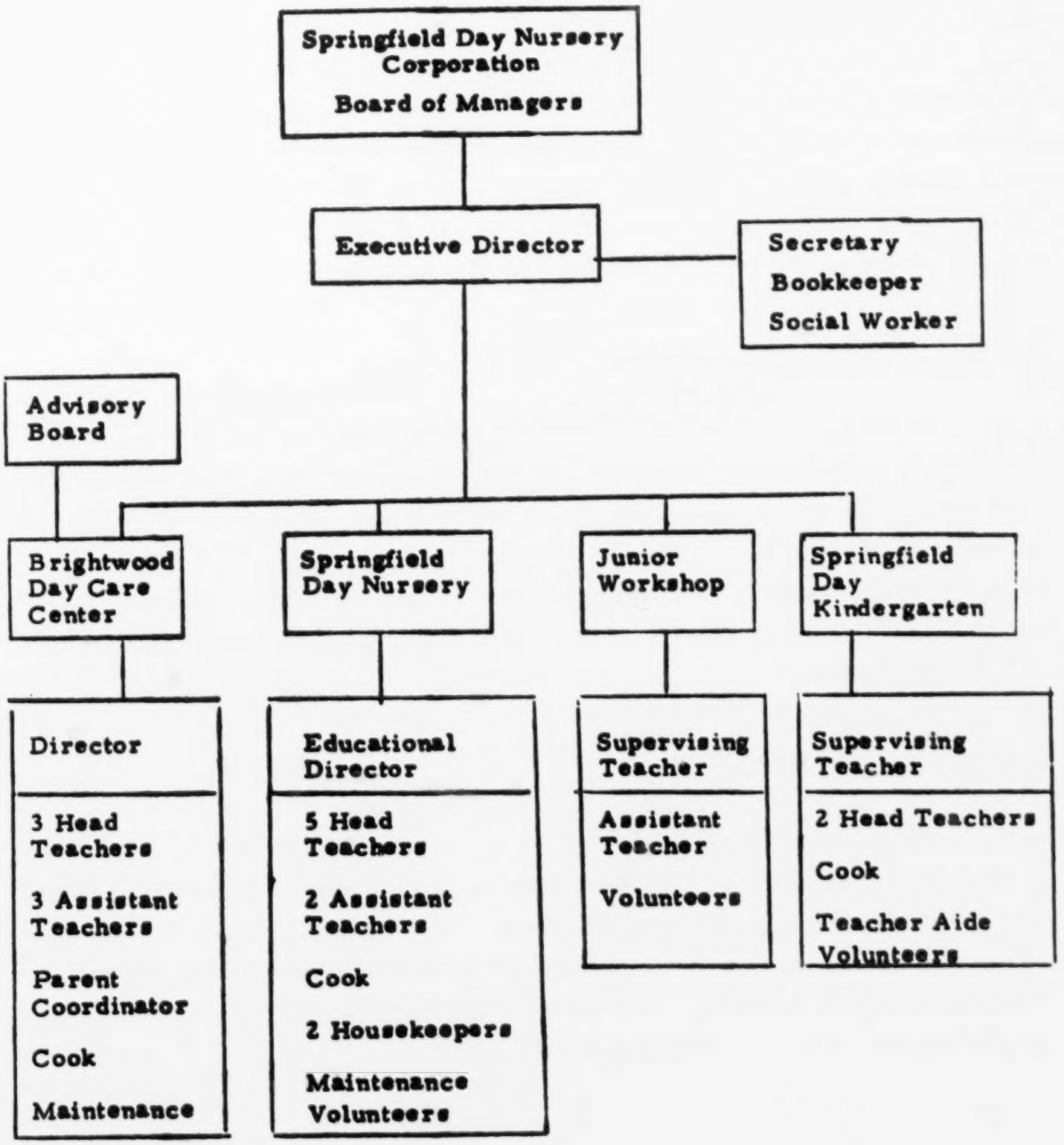
While volunteers are not an essential part of the system's operations, they do participate in the program: five teacher aides 3-1/2 hours a day in the Nursery; one teacher aide 3 hours a day in the Workshop; and two teacher aides 3-1/3 hours a day in the Kindergarten. Parents may also help out in a center or go along on field trips in the community.

Staff Meetings and Records

Formal staff meetings are held once a week and involve the executive director, teachers and assistant teachers. There are also weekly meetings between the center supervisor and each individual

Springfield Day Nursery System

Organization Chart



staff member. Meetings usually concern changes in policy or rules, children's problems, and curriculum discussion. Any new materials or techniques in the field of early childhood education are discussed in detail.

An interesting element of the program is the use of progress reports for all the center's children. The report covers a child's development in the areas of self-image, physical appearance, relationship with peers and teachers, language ability, reading readiness and so on. It is used at regular intervals to check each child's progress. A copy is included in the Appendix, as is a special kindergarten profile.

Staff Development and Training

Although there is no formal in-service training for day care personnel, all staff are eligible to enroll in courses at a local community college. Tuition for these courses is paid by the Department of Public Welfare, and most teachers take advantage of this opportunity. Due to lack of funds, there is no training program for new staff. The Brightwood center director was not able to hold an orientation workshop at the beginning of this year.

Director's Time Use Chart

While there is no Time Use Chart available, the executive director of the Springfield Nursery System estimated that 70% of her time is spent on administration (including staff, office and board responsibilities); 20% is involved in research development and public relations; 10% is spent with parents and children. Details of these responsibilities are outlined in the job description in the Appendix.

SPRINGFIELD'S BRIGHTWOOD DAY CARE CENTER STAFF ROSTER

STAFF POSITIONS	Hours/Week (Av. Position)	Child Contact Hours/Week (Av. Position)
Total Paid Staff (10 - 9 full-time equivalent)	360	231
DIRECTOR	40	-
TEACHERS (3)	120 (40)	108(36)
ASSISTANT TEACHERS (3)	120 (40)	108(36)
PARENT COORDINATOR	30	-
COOK	30	15
MAINTENANCE MAN	20	-

OVERALL PAID STAFF PROFILE

Education:

M.A.	1
Graduate Work	1
B.A.	1
College Experience	3
High School	3
Junior High School	1

Sex:

Male	2
Female	8

Ethnicity:

Black	3
White	2
Puerto Rican	3
Other Spanish-speaking	2

Parents of Project Children: 1

HOW RESOURCES ARE USED

On the next page is the functional breakdown of the way 1970 - 71 income (shown in At A Glance) will be used. The In-Kind column may include one or more of the following types of donations: materials, facilities, underpaid labor, volunteer labor, and labor paid for by another agency.

For the sake of clarity, expenditures are divided into four categories. Together, the first three make up basic child care costs:

I. STANDARD CORE

This category shows costs commonly incurred in day care operations:

A. Child Care and Teaching--personnel, curriculum and general classroom supplies.

B. Administration--personnel, equipment depreciation, office supplies, staff travel, telephone, insurance, audit.

C. Feeding--personnel, food stuffs, other food related expenses.

II. VARYING CORE

This category shows costs which can be assumed either by operators, or by parents, or by both:

D. Health--personnel, supplies, health related services.

E. Transportation--personnel, operating expenses, maintenance, insurance.

III. OCCUPANCY

Because occupancy costs vary widely, they are shown separately. Included: rental value of property, utilities, taxes, property insurance, custodial personnel and supplies.

IV. SUPPLEMENTAL SERVICES

This final category shows program enrichment elements above and beyond basic care which have significant dollar costs or revenues associated with them.

SPRINGFIELD SYSTEM ESTIMATED $ AND IN-KIND EXPENDITURES 1970 - 71*

SUMMARY:	% of total	total cost	cost/child year	cost/child hour	Personnel costs make up:
Standard Core	75%	$176,000	$ 1,665	$ 0.85	78% of $'s
Varying Core	1%	1,700	16	0.01	52% of In-Kind
Occupancy	19%	43,800	414	0.21	75% of Total ($ + In-Kind)
Supplemental	5%	10,800	102	0.05	
TOTALS	100%	$232,300	$ 2,197	$ 1.12	

*costs to nearest $100, % to 1.0

		% OF TOTAL	TOTAL	= $ COST	+ $ IN-KIND
BASIC CARE	I. STANDARD CORE COSTS				
	A. Child Care and Teaching	44%	$103,300	$89,400	$13,900
	B. Administration	20%	47,200	47,200	-
	C. Feeding	11%	25,500	24,100	1,400
	II. VARYING CORE COSTS				
	D. Health	1%	1,700	1,700	-
	E. Transportation	-	-	-	-
	III. OCCUPANCY COSTS	19%	43,800	32,300	11,500
	IV. SUPPLEMENTAL SERVICE COSTS				
	F. Staff Development	1%	2,900	2,900	-
	G. Parent Involvement	2%	4,300	4,300	-
	H. Social Service	2%	3,600	3,600	-
	TOTALS	100%	$232,300 (100%)	$205,500 (88%)	$26,800 (12%)

IN CONCLUSION

It seems reasonable to let parents speak about the program's impact on their children and their family lives and to let staff speak for themselves. Here are some comments from parents and staff at the Brightwood Center.

What parents like for their children:

> "They paint, color, count, learn to read-- it's a wonderful set-up! They talk about their teachers at home a lot. They praise the children for good behavior, and when they're bad, they use a rougher voice, point a finger at a child, walk the child to an activity if he refuses to participate. The teachers are good. They look at each individual child and their needs. They are very well qualified. The kids love them."

"All kinds of children are together and are learning to get along together-- White, Puerto Rican, Black. In teaching, they use the individual approach. The children are learning Spanish through songs, which is just great. I am also learning some Spanish this way."

"It gives parents a chance to do something creative on their own. It helps a child get used to being on his own too. Both are happier and most relaxed when they are back together. They are learning their table manners."

"I felt that in this program they would be learning something instead of being with babysitters. If more people knew of the bilingual staff, they would use the center. Both children paint, are learning to count and learning their alphabet. They are also learning Spanish. Both of them like it. Both my kids are learning at such a young age, and this requires a good teacher. They are not just left to play all day. They are happier to see their mother in the evening. They seem happier at home, and I feel more patient."

"The bilingual program is good. Everyone should learn to speak more than one language. Maybe my daughter can help a Spanish-speaking child later on." "The teachers don't give all their attention to one child-- they treat all of the children alike. It's close, and the hours are okay. I can get along better with the children when I get home."

"I live nearby and came to see what it was all about. The children learn more here. They are teaching important things. The teachers are nice. They give me good advice. The teacher tells me what and how the children are doing. My children like to write and paint at home. Their table manners are better -- they like to do it themselves. I think it's good that my children are learning English."

"The teachers pay attention to the children, they teach the children. They really are nice. It's a nice, clean place that he enjoys. He likes the things he gets to eat. He already spoke good English before he came to the center. He gets more practice now."

"The teachers are good: they give attention, understanding, love. They are really interested in the job. It seems to be getting the children to communicate more. My child also seems to notice more objects." "My children like to help me set the table for dinner. I think the bilingual program is wonderful because it advances a child to learn more."

"In this program, my child has a chance to be around other children. Also, the doctor thought it was a good idea, to improve his speech. I would like to get to know his teacher better. The teachers are patient, have nice personalities, are understanding. My child is learning a lot-- mainly how to get along with people. Also, his speech has improved."

"I felt it was better for him to come to the center before entering kindergarten. I would not leave him with anyone else. I like the way the teachers treat all the children. I like it that my child is progressing. He listens more to me. The bilingual program gives children a chance to learn from one another."

What parents like for themselves:

"I'm a member of the advisory board and attend parents' meetings. We can voice opinions on what we like. Parents have made posters and there have been donations of toys, etc. for the school from various parents. I have been a substitute teacher at the center. If it hadn't been for the program, I'd have done part-time work at night. Now I have taken a course to be a medical records file clerk, and I have had part-time jobs."

"Sometimes I have to go to the hospital, and the children have a place to go. Parents should be involved in making decisions if they want a good school." "It gives parents a chance to send their children to day care without having to be in a training program. I seem to get more done at home. I have a chance to get out more-- like to the doctor, etc."

"I think it is very nice that parents have some decisions about the center. I have more time to do things that have to be done around the house."

What parents don't like, or would like to see:

"The nap hour's too long, but that's all!" "I don't see them as much as I used to-- I work until 11 PM." "He doesn't have as much appetite any more."

What staff has to say:

"You need patience, understanding, love and the ability to communicate to be a good teacher. When the teacher is a parent, the child has a sense of reassurance, knowing that her mother is there. The mother is reassured that she is being taken care of properly. In this program, they provide money for training courses. This program is helping to provide for the needs of the community. What I like least is the low pay."

"The children come first here. There is very little paperwork. For the four-year-olds, we use sequential cards, small and large parquet, recognition of shapes and colors, and Development Learning materials for language. Success is an individual thing. You can see a child participate -- especially the Spanish-speaking child speaking in English is encouraging. Also, some of the Spanish-speaking mothers are learning to talk to the teachers in English. A teacher must have basic love and understanding of children and be able to recognize their needs. There is no problem if the teacher loves the child and stimulates his mind by seeing the world as the child sees it."

"I had previous experience as a tutor in reading for the Northern Educational Service and was exposed to the methods of the Teacher Corps through my husband. Children need good meals-- a full stomach-- to learn. They need someone to communicate with, to make them feel comfortable. At four, they need the beginnings of more structure, less play-- more discipline. Because of this program, they

will have learned how different people are, how different people react, and will have a better understanding of different ethnic groups."

"We are trying to get parents involved a lot. This is at the beginning stage. Parents have become involved as substitute teachers. As a substitute teacher, parental involvement is good. Parents as staff members would be beneficial if their child is not in her group. I plan to stay as long as the job is here. We need longer breaks-- don't usually get a full hour to ourselves. There's an opportunity to take courses toward a degree in teaching."

"This community needs good medical service and money-- financial aid without the individual's dignity being stripped from them. The program can bring health problems to the attention of parents. It also meets the children's needs for self-discipline and day-to-day living (sitting at a table and eating). They are learning a set of values that may see them through a set of sticky situations later in life. The best thing about this program is the true love and care that staff exhibits for the child and their well-being. There is genuine interest in the child--it's not just a job. The thing I like least is not getting everything done. Some things which were promised haven't occurred yet."

"After two months, the four-year-olds have learned English sentences. Anytime is teaching time. It's possible to teach through any activity. A good teacher needs flexibility, a knowledge about the children's ability to concentrate on an activity. The teacher must accept each child and give him what he needs."

"I was previously a kindergarten teacher, and had training for nursery-age children at Holyoke Community College. I like to see the children free-- acting like normal children, having their own ideas. I like to see them use things and replace them. I encourage the self-concept of the child. They don't want to be good until they think they are good people. They'll be good students because I'm encouraging them to use books, magazines and newspapers. At book-time, each child gets a book and looks at it himself. The children seem to enjoy it."

"I don't think parents should be involved as staff because the child gets too involved with the parent. It makes it difficult to teach. My daily schedule is long. This program is encouraging Spanish-speaking children to learn English in a good environment-- and environment which they know.

It allows Welfare parents to work. I have an opportunity to work with different children and am taking English courses at Springfield Community College."

"Training can't make a good teacher, but it can assist people with their errors and faults. The three-year-olds have physical needs, they need lots of listening, individual attention-- they're not as group-oriented. I encourage them to try to live with everyone in the class, to have self-control. I try to have a consistent approach to unacceptable behavior. If a child is hitting something with a hammer, I take the hammer away. You can't ignore their negative behavior. I know four of the English-speaking parents. The assistant teacher talks to Spanish-speaking parents."

"We are trying to encourage parents to participate. A parent group is just getting started. The program doesn't always run smoothly because the center is just starting. Things have to be ironed out-- like the physical layout. The State provides teachers with money for college classes. The community needs more day care centers-- the Welfare Department is pushing this. It also need psychological services. The thing I like best about this program is the kids. But we need more time for the staff to get together on a daily basis. Some teachers do talk with parents when parents pick up or bring their children to school, but there is no time set aside for this."

Within the constraints of its funding, responsible for most of the difficulties observers noted at the Brightwood center, the system is trying most admirably to provide more than simply basic care to its children. Basic care-- protection, nutrition, health care, tender loving care and general stimulation of mind and body-- is provided in the routine operations of the centers. Above this, the program is offering to children, parents, staff and community a number of services:

For children: bilingual education for language development; planned skill teaching in self-reliance; communication; peer cooperation; self-image development; community awareness; cross-cultural appreciation; training for handicapped children;

For staff:	advancement through training; informal in-service support; adequate pay; chance to work with children of different ethnic backgrounds; chance to learn or improve different language skills;
For parents:	chance to work; awareness of adequate care for child; maintenance of parent role; cross-cultural appreciation; referral to social service agencies; parent meetings; parent advisory role;
For community:	information flow about center activities through media; use of other service agencies.

It was the general feeling of the observation team that quality day care was being provided for the disadvantaged, the handicapped, and the children of working parents by the Springfield Day Nursery System as exemplified by the Brightwood Day Care Center.

APPENDIX

This appendix contains illustrative materials drawn directly from the system. It includes:

Springfield Day Nursery Brochure

Sample Menu (Brightwood Center)

Kindergarten Profile

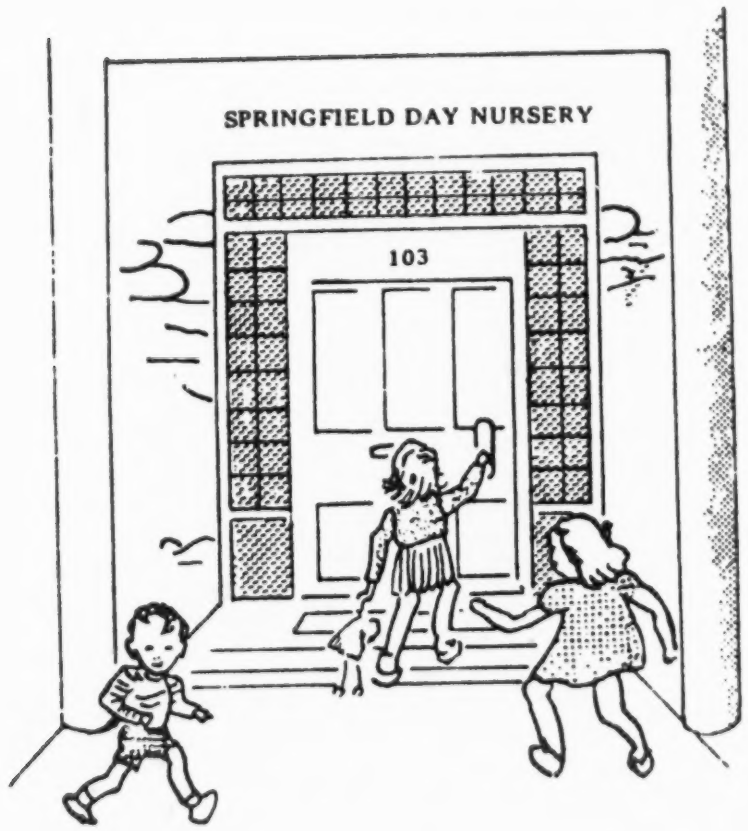
Progress Report Form

Springfield Junior Workshop Flyer

Executive Director's Job Description

Springfield Day Nursery

103 William Street
Springfield, Massachusetts
733-0212
733-8570



A member agency of the Pioneer Valley United Fund

WELCOME

We are pleased that you have decided to have your child with us for the coming months. This booklet is meant to answer the many questions you will have about the Springfield Day Nursery and your child's place in our group. It is our desire that you and your child will benefit from his stay with us.

A WORD TO YOU

It is understandable that your child will take time to adjust to this new situation. During his first few days we ask that you spend time with him until he becomes familiar with the new place and people. The hours for his first week are arranged by the social worker and his teacher. The child and parent should plan to stay only two hours the first day. On the second day, they should both attend the entire morning and during the lunch period. The third day, the child normally assumes his regular schedule without the parent. This schedule can only be changed by consulting the social worker.

Whenever leaving your child, either for a short time the first few days, or later for a full day, always say "goodbye" so that he is aware of your departure.

It is important to you to know that this day care agency meets all the state and local requirements:

1. Number of children per teacher.
2. Educational requirements of teachers.
3. Type of program.
4. Equipment and materials.
5. Health.
6. Fire.
7. Building inspection of the city and state as well as accepted standards for room and playground space for each child.

FEES

One of the first questions which parents ask when they are discussing day care for their child is, "How much does it cost?" We want you to know about our budget and about the way in which we set the fee charged for your child's care.

Our agency is one of the 54 United Fund agencies of this community. About 35% of our expense is met by the United Fund allocation to us during the year, the remainder of the expenses is taken care of by the money received from the fees paid by the parents and from income on capital funds.

The fee which each parent pays is set according to the individual circumstances of the family. When the social worker first talks with a parent about a child coming to the Nursery many questions are asked about the child, and questions are also asked about the family income. We ask that some form of income verification be presented. Allowed deductions in income are federal, state, and social security taxes. The fee is based on the net income, and the number of children in the family. To pay according to individual ability is one of the important policies of this agency. This enables us to help families who can pay only a small amount of the cost as well as those who can pay more. We want every parent to know that some pay more, others less, than he is paying. The amount of fee represents whatever part of the "cost fee" a parent can pay, the "cost fee" being the actual amount which it costs to keep a child in the Nursery for a week.

Fees are set on a weekly basis and are payable in advance on Mondays of each week. Please try to make your plans to pay on Monday because it makes our bookkeeping much easier. If, for any reason, you cannot pay in any one week, please discuss this with the social worker or the director. Do not let your fee accumulate, and remember that our agency is as dependent for its operation upon the income received from fees as it is from any other source.

We want our parents to understand why we ask that they pay a retainer fee when their child is absent. It is because we could not operate if all fees were canceled when your child is absent. During a child's absence, all our expenses go on. His place is kept for him so that he may return. All of our parents understand this and accept the plan as a reasonable one. No deduction will be made for any legal holiday the Nursery closes. However, any day the Nursery closes in addition to legal holidays or because of storm will be deducted.

If it looks as though a child might be ill for some time, his name may be taken off the active roll and put on a Special Waiting List. Then no fee

is paid and every possible effort will be made to re-enroll him when he is ready to return. However, the parents may keep a child's name on the roll by paying a half-week's fee for any entire week the child is absent. In this way you will be sure of the child's place being available when he comes back. After two weeks without communication from the parent about the child's absence, the child's name may be dropped from the enrollment.

1. If a child attends three (3) days of the week, a full week's fee is charged.

2. If he attends one or two days, a 1/2 week's fee is charged.

3. If he is absent the entire week, a 1/2 week's fee is charged.

4. A receipt will be issued each time a fee is paid.

5. If your family income changes at any time, please notify us immediately so that we can make the proper adjustment in your fee.

6. Insurance fee of $2.00 is due upon enrollment.

DAILY HOURS, HOLIDAYS AND VACATIONS

The Nursery is open five days a week, Monday through Friday, from 7:30 a.m. to 5:30 p.m., 11 months a year. Children must be in school before 9:00 a.m. If the child is not, he misses much of the program designed for his development. If your child will be late in entering in the morning, please call so that arrangements can be made for him to enter his group. Each morning you must bring your child into his classroom. Do not leave until you are sure that his teacher knows he is in the room. If you are going to be late coming for him because of an emergency, please call. If your child is picked up late too often during the year, we may have to drop his name from the enrollment.

HOLIDAYS: The Nursery is closed New Year's Day, Washington's Birthday, Patriot's Day week, Memorial Day, Fourth of July, Labor Day, Columbus Day, Veteran's Day, Thanksgiving Weekend, and two days at Christmas.

VACATION: Every child should spend some time away from the day care center, preferably when his parents are on vacation. The Nursery is closed during the month of August.

HEALTH REGULATIONS

When a child becomes a member of a group he is more prone to illness. We strive to protect your child as well as the other children. Therefore, we must insist upon the following:

1. Yearly medical examination including a patch test.

2. Immunizations against smallpox, diptheria, tetanus, whooping cough and polio.

3. Medical statement that above requirements have been met.

4. Exclusion of ill children from school either at morning inspection or during the day.

5. Medical statement from a physician before a child is accepted back in group after having a contagious disease or hospitalization.

If your child has any symptom of illness, please keep him home. Call and let us know the reason for his absence. If your child shows any signs of illness during the day we will call you so that you can make the necessary arrangements to have him picked up immediately. We have a pediatrician on our staff who examines the children every 6 months. These are not complete physicals and should not take the place of yearly exams by your own doctor.

We will not dispense medicine without a letter from the doctor stating that the child is well enough to participate in our program and containing detailed instructions for administering the medicine.

Please do not request that your child stay inside during outside play; our staff is not adequate for this one-to-one relationship. It is advised that he remain at home until ready to play outside.

In case of emergency, we notify you immediately or the person specified by you when you make application. The child is taken to the Out-patient Clinic at the Wesson Hospital and the parent must meet us there.

CLOTHING

Children should wear comfortable "everyday clothing" that can be laundered. Your child will be playing with messy paint, clay, dirt, etc. Don't expect him to be clean when he comes home.

Please mark all clothing with your child's name: boots, sweaters, hats, etc. We are not responsible for lost clothing.

Please be sure that your child has one complete change of clothing in his locker at all times: extra pants, shirt, underwear, socks and sweater. Be sure to return all borrowed clothing after it has been laundered.

We advise the purchase of boots one size too large, or stretch boots: this avoids frustrations for the child and is a time saver for the teachers.

Dress your child according to the weather.

PROGRAM

Each group of children has a professional teacher and an assistant teacher who guides, protects, and encourages each child. There are a variety of activities for him to choose from: painting, clay, arts and crafts, housekeeping play. Puzzles and games, educational toys, muscle development equipment, and books are also available for him.

At mid-morning, juice and crackers are served. A snack is also served mid-afternoon following their nap, milk and fruit or vegetable. The luncheon meal is a nutritionally, well-balanced meal, prepared by an excellent cook. The menus are checked periodically by the state dietitian to ascertain that the children are consuming the proper body building ingredients. Menus for the week are posted on our bulletin board.

The music program follows the early morning free activities. This is an area of particular pride since we have teachers from the music field who are adept at drawing out creative expression. We include a readiness for reading, sciences, a readiness for mathematics, and an opportunity for the child to participate freely in the creative arts.

The outdoor play includes climbing apparatus, sand, water play, wagons, tricycles, and free play.

The day is planned so that there is a balance between strenuous and quiet play, and planned in such a way that the child is helped to learn many things. He learns that the equipment and materials belong to all of the children and that he must share these things with others. Most important, through all of the experiences which he has all day long, he is learning, at a very early age to get along cooperatively with others in a group outside of his own family. This is probably as important as the "book learning" which comes when he is older.

The groups are divided by age or ability. Nursery, three to four; pre-Kindergarten, four to five; Kindergarten, four and a half to first grade.

At regular intervals you may be asked to see the social worker for a report on your child's progress.

HELPFUL HINTS

1. Inform the teacher each morning of things which may have happened at home that may excite or worry your child during the day, such as moving, a new pet, difficulty in getting to sleep, illness, etc. If your child comes by taxi or with another person, send a note with him.

2. The name of the person picking up your child is recorded. Your child will not be released to anyone else unless the office is notified by you.

3. Let us know when you plan to call for your child early, especially at nap time, so that he will be ready and away from the sleeping group.

4. In the event of an emergency, we will contact you. Please notify us immediately of any change of address, phone number, or place of business.

5. Please call us on the first day your child is absent.

6. Your child has a long, active day. Please call for him as early as possible. Keep in mind that a child has little or no concept of time and five minutes can seem like eternity to him, especially at the end of the day when the other children have already left. Do not call your child away from his group without first notifying his teacher.

7. You should feel free to call upon the social worker who is available at the Nursery to help parents with problems related to their child.

8. It is important for the teacher to be free at all times for the best interest of the children. Please do not have long discussions with her when you bring your child or call for him. If you wish to talk with her, make an appointment with her so that she will be able to spend as much time as needed with you.

9. Please do not give your child candy, cookies, gum, toys, etc., when you leave him in the morning or pick him up in the afternoon. This creates a problem with the other children. Guns and weapons are strictly forbidden.

'To Parents' meetings are held during the year. You will be notified of the dates of these meetings. These meetings give parents and teachers an opportunity to bring home and school closer together for a better understanding of both.

WITHDRAWING YOUR CHILD

If family plans change so that day care is no longer needed for your child please advise us of this at least one week ahead of the time that he is to be withdrawn. A week's fee will be charged if a child is withdrawn without this prior notice. There are always other children waiting to be enrolled in the Nursery, and if we know there is to be a vacancy, we are able to make plans to fill the place immediately. Also, before your child leaves, we would like to have a final talk with you about him.

Thank you for your cooperation in helping us provide a good educational and social experience for your child.

MENU FOR WEEK OF JULY 27th

Monday

Hawaiian Punch
Graham crackers

Breakfast - Cheerios/milk
Lunch - Bar Salad Sandwiches
Peanut butter/marshmallow sandwiches
Potatoe sticks or chips -Stuffed celery/pickles
Watermellown
Milk

Milk
Raisins

Tuesday

Orange juice
Raw potatoes

Breakfast - Rice krispies/milk
Lunch - American Chop Suey
Buttered squash
Italian Bread
Choc. Pudding with whipped cream
Milk

Milk
Blueberries

Wednesday

Hawaiian Punch
Cheese cubes

Breakfast - Cheerios,milk
Lunch - Potatoe/egg salad
Lettuce
Bologna slices
Honey Bran Muffins
Cherry Cobbler with whipped cream
Milk

Milk
Oreo's

Thursday

V-8 juice
Bows

Breakfast - Kaptain Krispies/milk
Lunch - Baked Barbecue Chicken
Flavored rice
Cranbury sauce
Yellow salad with carrots & pineapple
Bread & butter
Applesuace -graham cracker custard

Milk
Raisins Cantalope

Friday

Hawaiian Punch
Carrot sticks

Breakfast - Cheerios/milk
Lunch - Tuna pinwheels with egg sauce
Peas
Fresh fruit cup
Milk

Milk
Cookies

Kindergarten Profile

Date:
Age:

Name:
Teacher:

(Graded: S - satisfactory, I - improving, U - unsatisfactory)

-----Can manage personal habits independently
-----Can take off and put on wraps
-----Can tie own shoes laces
-----Accomplishes washing, dressing, etc. in a reasonable amount of time
-----Respects the rights of others
-----Uses appropriate voice volumne
-----Keeps hands and feet to himself
-----Rests at resting time
-----Enjoys kindergarten
-----Has a sense of right and wrong

-----Works and plays well with others
-----Listens when others talk
-----Makes himself understood
-----Participates in discussion
-----Has a good attention span
-----Follows directions
-----Takes care of school things and puts them away

-----Shows good muscular coordination
-----Participates in Music
-----Participates in creative work
-----Thinks of things to do and make by himself
-----Trys to finish what he starts
-----Shows interest in stories
-----Tells stories and talks about things that happen
-----Shows awareness of and interest in numerical concepts
-----Shows awareness of and interest in readiness skills
-----Can print full name
-----Recognizes letters of the alphabet
-----Has knowledge and use of phonics

Comments:

SPRINGFIELD DAY NURSERY

Progress Report

Child's Name _____ Date: _____

Birth Date _____ Present Age ____ Years _____ Months

Group _____

Teacher(s) _____ Recorder _____

I. Initial Statement:

A. Attendance: Date of Entrance:

B. Makeup of group:

number of children: boys girls

age range in years and months

number of team members

group schedule - days and hours

II. General description of child:

A. Physical appearance (facial expression, walk, dress, etc.)

B. Unusual physical and/or personal characteristics which strike one immediately (when pertinent)

C. Self image (sense of own being and belonging, accepts own age and sex role, awareness of own abilities, acceptance of own success or failure, etc.)

III. Emotional expression (moods, flexibility, capacity for empathy, ability to handle own feelings (inner and outer controls), etc.

IV. Relationships:

A. Relationships with peers:

1. Approa ch to and interest in others (observer, imitator, aggressive or destructive, is flexible, etc. - group play)

2. Importance of any particular friendships and their character (try to include anecdotal material)

3. Functioning in groups (both spontaneous and formal)

B. Relationships with teachers:

1. Freqency of contact (sought by whom and how often)

2. Use of teacher (limits, support, stimulation, mediation, gratification)

3. Teacher's reaction to child (find child basically warm, demanding, satisfying, etc.)

C. Relationships with family:

1. Parents (teacher's impression of parent-child relationship)

Siblings(child's apparent or observed att'tude toward siblings)

3. Others (relatives, carpool, auxiliary staff, etc.)

V. Response to program:

A. Acceptance of routines and transitions (including arrival and departure)

B. Favorite activities (art, dramatic play, stories, music, specific projects, avoided activities, etc.)

VI. Intellectual capacities: (attention span, persistence, curiosity, originality, coping with success and failure, flexibility, etc.

A. Language development (ability to communicate, use of sentences, extent of velcabulary, general degree of verbalization, tone and volume of voice, word, play, does child listen, level of interest in language, does child creat imaginative or realistic stores)

B. Specific Skills Check list	Check if adequate	Comment if not
Physical		
can jump	_____	_____
can climb	_____	_____
skip	_____	_____
bounce ball	_____	_____
throw ball	_____	_____
RIDE TRICYCLE	_____	_____

Fine Motor

age adequate use of scissors	_____	_____
age adequate use of crayons	_____	_____
ties own shoes	_____	_____
can dress sekf	_____	_____

Readiness

knows colors	_____	_____
understands numbers 1-10	_____	_____
can draw representationally	_____	_____
recognizes name (printed)	_____	_____
knows left and right	_____	_____

C. Suggestions and Predictions:

JUNIOR WORKSHOP
A Pre-School for the Physically Handicapped

HOW IT STARTED

The Junior Workshop was begun as a demonstration project in 1955 by the Junior League of Springfield. Having proven itself to be a successful and necessary enterprise, it was incorporated in 1963-64 into the Springfield Day Nursery as a community project supported by the Pioneer Valley United Fund.

ITS PURPOSE

The purpose of the Junior Workshop is to prepare, through highly skilled personal attention, physically handicapped children of normal intelligence for entrance, whenever possible, into public school through:

1) training in pre-educational fundamentals
2) guided experience in social adjustment
3) experience in use of body and speech skills

Every effort is made to incorporate treatment carry over of doctors and therapists into the school program. Therapists constantly speak about the speed-up and the better cooperation in therapy of the children who have made a good adjustment at the school.

A valuable side effect has been a trend in the schools to more readily accept handicapped children and to cope with their problems.

ELIGIBILITY

Children between the ages of 3 and 7 with various neurological and birth defects such as cerebral palsy, spina bifida, cardiac, speech, deafness, visual problems, arthritis and arthrogryposis.

There is no set fee. A sliding scale is used so that parents pay according to their individual family circumstances.

Complete medical information is secured from the attending physician or hospital (most frequently Shriners) and a psychological requested when deemed necessary. Complete immunizations are necessary before entrance.

PHYSICAL SETUP

The school has the use of two large pleasant, well-equipped rooms in Faith Church at 52 Summer Avenue in Springfield. It is run by a teacher director, one assistant teacher and trained volunteer help, with the added guidance and direction of the Director of the Springfield Day Nursery. The school meets 5 mornings a week from 9-11:30 AM and follows the Public School calendar.

HOW TO APPLY

Application forms may be obtained from the Springfield Day Nursery at 103 William Street

The telephone is 733-0212

Job Description for the Executive Director
of the Springfield Day Nursery Corporation

I. Administration of the Agency (70)

This includes the over all responsibility for the successful direction and administration of the agency; the constant observation and evaluation of the service furnished in all centers under the agency's administration; and the establishment of a good working relationship with the Board of Managers and its committees with whom the final responsibility for the agency operation is lodged.

Details of this Responsibility

Staff
1. Coordinates functioning of center supervisors.
2. Interviews and hires and dismisses staff and is responsible for all management of the agency.
3. Establishes a close partnership and working directional relationship with the teaching staff in order to,
   a. bring them along in their own understanding of the needs of early childhood, and to
   b. give them a sufficient feeling of security to ask for help when they need it.
4. Keeps abreast of the total operation of the agency while allowing
5. and encouraging the component parts (office, housekeeping, food service, teachers, janitor) to creatively function in their own fields.
6. responsible for providing substitutes when staff members are absent from their job.
7. plans and conducts weekly staff meetings
8. hears staff greviences

Office
1. Keeps abreast of the agency mail and correspondence
2. Authorizes all expenditures and approves all payroll and bill payments before checks are submitted to the Treasurer for signature.
3. with office staff keeps files up to date including personnel records and staff medical requirements
4. prepares and keeps all records and reports requested by the United Fund as the agency's funding body, and Community Council and others as requested by official bodies.
5. may delegate but is responsible for the collection of fees.
6. is responsible for the business management of the Agency

Board
1. Is directly responsible to the Board of Managers for the successful functioning of the agency.
2. Works with the Board and the committees of the Board on matters pertaining to the agency budget and all matters of policy.
3. Keeps the Board informed of new and interesting practice in the field of early childhood education and any major problems in the agency.
4. Supplies facts and figures to the Board when requested and as requested.
5. Attends Board meetings
6. Realizes that the Board of Managers is responsible to the community for the successful operation of the agency and that the director is responsible to the Board. That, therefore, both have the welfare of the children close in heart and mind and are natural allies.

General
1. Is well prepared in early childhood education
2. Keeps abreast of new thought and techniques through reading, conferences, contact with leaders in the field and all means of communication.
3. Defines educational aims for
   a. his own evaluation
   b. the education and the purpose and morale building of the staff, and
   c. the education and broadening of the Board
4. Supervises trainees from organizations, institutions and agencies who come for periods of observation or training in the nursery.
5. Writes and/or revises parent and teacher manual.
6. Works with Agency relations committee of the United Fund on matters pertaining to the budget and cooporates with the personnel of the United Fund staff on matters of mutual benefit.

II. Research Development and Public Relations (20%)
1. Maintains functional knowledge of current trends and legislation which reflect sources of funding to promote establishment of needed facilities and or services.
2. Writes proposals and presents programs for development to meet existing, established needs
3. Plans and brings into existence operational centers and/or services as funds become available.
4. Promotes area wide child welfare coordination according to Federal Guidelines for Community Coordinated Child Care.
5. Establishes and maintains cooperative relations with appropriate community services and facilities and cooperates in mobilization and development of new community resources to fill gaps in existing health and social services required to meet the needs of the children and their families.
6. Makes the agency expertise flat and available to the community a large by
   a. talks when requested
   b. United Fund public relations requests and tours
   c. helps to plan and participate in various programs and conferences of the State and region.
7. Keeps in close touch with the Community Council, United Fund, Dept. of Public Welfare, and all community agencies with which the agency has a working relationship or should have a working relationship.
8. Attends monthly agency executives meetings, Springfield Child Welfare Committee, and other groups pertinent to the work of the agency.
9. Has the material in hand for and can answer any questions relating to the agency in any public relation contingency.

III. Work with Children and parents (10%)
1. Determines in consultation with the social worker which children will be admitted for care in the agency.
2. Is present, when necessary, to lend support during the process of enrollment of new children.
3. with the social worker counsels parents concerning their child's progress and/or with concerns of the parents.

4. Confers and counsels with the Center Supervisors regarding the Children's adjustment and development.
5. Studies and interprets children's needs and gives suggestions to the Social worker and/or center supervisor for trying to meet them.
6. is responsible for but can delegate the keeping of records on each child and sends summaries to other agencies when this is helpful.
7. When necessary does direct work with a child
8. Plans and executes parent meeting to help them understand the work of the centers and Junior Workshop; to give them a feeling that the agency cares about them and their problems, and to give them insights into their own children.